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Wiki Assignment #2

Seminar in Applied Theory and Research

CBSE 7201T

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Abushibab, I., (2008). Can transformational generative grammar be used for pedagogical

purposes?. Ekev Academic Revie**w**. 12 (36), pp.301-312

This article focuses on the how grammar can be infused into lessons without placing a strain in students. Many schools have done away with teaching children basic grammar skills. Children later suffer the consequences when entering into higher education or the work field. Most students have the vocabulary and basic syntax skills to carry a conversation. Students should not be afraid of grammar, they should learn to manipulate it and use it to their advantage.

Auerbach, S., & Collier, S., (2012). Bringing high stakes from the classroom to the parent center:

lessons from an intervention program for immigrant families. Teachers College Record. 114 (), pp.1-40

I found this article in particularly informative because I will be working in a school with a heavy immigrant population. Children from there communities have different difficulties at school compared to children that are native English speakers. Some children easily transition from their native language to English because they have parents that are literate in their native tongue. This article also mentions the importance for teachers and staff to welcome parents into the school. If the teachers and school personnel are supportive in having parents participate it will be easier for parents to feel accepted into the school and not feel unwanted.

Barone, D, (2010). Welcoming families: a parent literacy project in a linguistically rich, high-

poverty school. Early Childhood Education Journal. 38 (), pp.377-384

In a linguistically rich school there are several challenges that the school faces in educating its students. The school that I hope to conduct my action research also has a linguistically rich population. This article shows how providing parents with the knowledge that is needed to help their children become literate can improve their child’s learning ability. “Learning to be literate is certainly more complex than just learning reading and writing skills alone for it is surrounded by the cultural practices of the home and school.” At the end of the school year the school came to the conclusion that they will try to implement the same program in the higher levels. Parents who were involved the first year can also serve as volunteers to show other parents, the basic practices that are needed read with children. After several of the classes participants were able to keep the books that they read. Having children keep some of the books that they read help as an incentive. This will help to create a method in which parents can raise money to purchase books for their children.

Brown, H.A., (2011). Can the Epstein model of parental involvement work in a high- minority,

high-poverty elementary school? a case study. *Professional School Counseling*. 15 (2), pp.77-87

This article is a case study which a school utilizes Epstein Model of Parental Involvement. Teachers must be in constant communication with parents. Their involvement is key to how they child progresses in school. However, race, ethnicity and socioeconomic status, can play large challenges for an educator and parent. Relationships must first be established between schools and the community.

Hoover- Dempsey, K.V., & Sandler, H.M, (1995). Parent involvement in children's education:

why does it make a difference?. Teachers College Record. 97 (2), pp.310-33

In this article Sandler and Hoover-Dempsey focus on how parents become involved in a school setting. It is important for parents to become involved in their child’s school, because studies show that parent involvement increases their child’s potential. Parents who become involved usually feel that they have something to offer the school. If parents feel that they have nothing offer then parents are less willing to volunteer at schools.

Imperato, F., (2009). Getting parents and children off to a strong start in reading. Reading

Teacher. 63 (4), pp.342-344

In this article Frances Imperto studies a school that is administering a new program that helps involve parents with their children’s reading skills. Parents who knew the importance of their child’s schooling were very involved. The parents that were not frequently involved were due to work schedules or having several children to look after.

Although, parents might be reading with their children on a regular basis thay are not asking higher level thinking questions that will help them become better learners. In order to have a higher frequency of parents the program had “several short sessions instead of having longer infrequent sessions.”